

BY
DONNA ENSOR REIHL
BALTIMORE, MARYLAND

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ACTIVITIES FOR THE VISUALLY IMPAIRED
MULTIPLY HANDICAPPED CHILDREN

HELPFUL HINTS!

BY
DONNA ENSOR REIHL
BALTIMORE, MARYLAND
1982

AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK, N.Y. 10011

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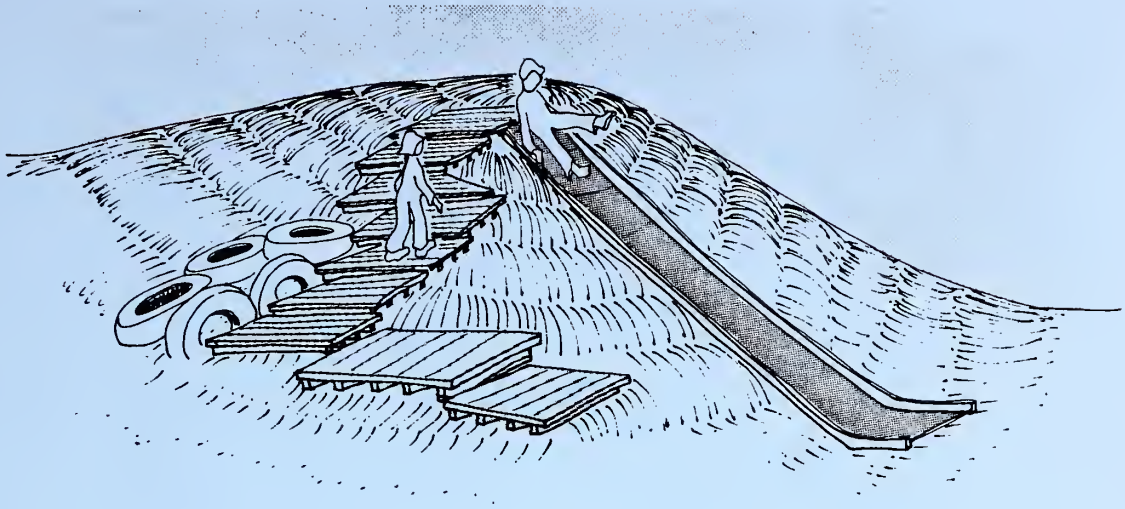
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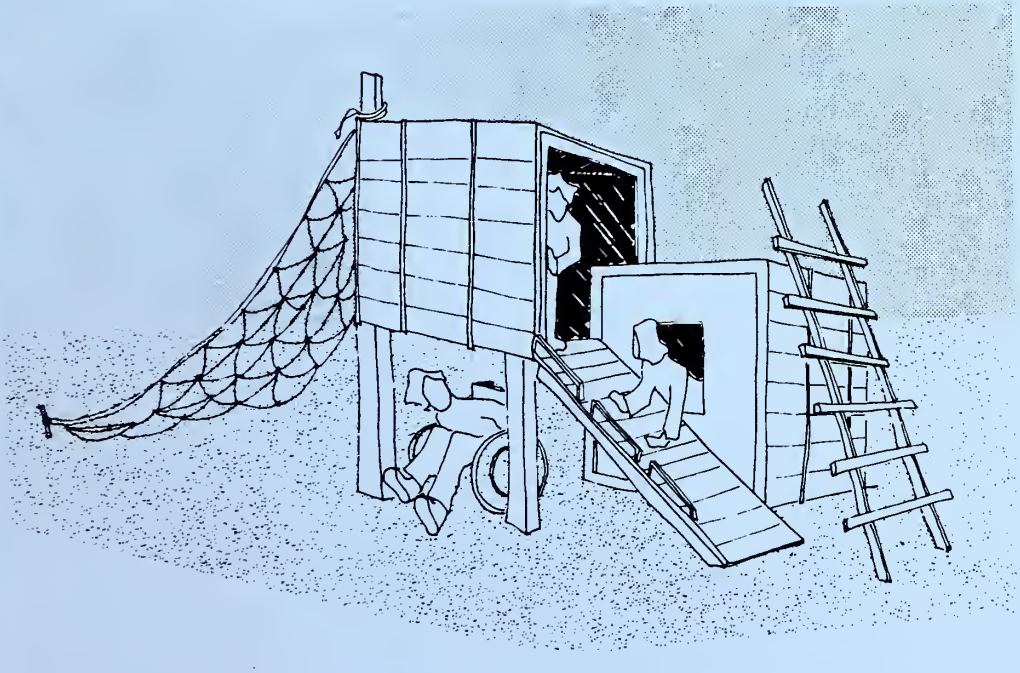
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SECTION I

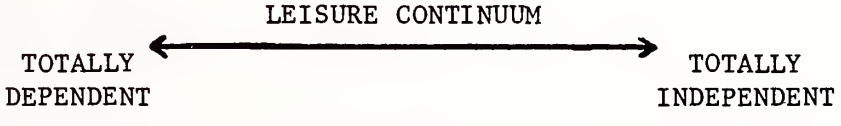
INTRODUCTION/METHODS



INTRODUCTION

METHODS

Recreation Specialists provide both direct and indirect services. Direct service means that the Recreation Specialist, in conjunction with the team, has targeted specific individuals to intervene with. This could be in the form of leisure groups, individual time with the student, environmental interaction gym time, or severely and profoundly handicapped gym time. The Specialist works with her case load to instill a higher level of leisure functioning on a continuum from totally dependent to independent. The goal of the Specialist is to teach the student leisure awareness or how to fill unoccupied time constructively.



Many visually impaired multiply handicapped students cannot, or do not know how, to play or do not use unoccupied time. Free time may be used for self-stimulation, self abuse or other inappropriate behaviors. Through a purposeful and fun intervention, the child may learn to choose more constructive uses of time, thereby decreasing inappropriate behaviors.

One person cannot do all leisure activities with all of the students. Indirect service is provided through consultation times between Recreation and Residential staff. The Recreation Specialist may provide supplies, resources, ideas, and knowledge, but cannot be physically or directly involved with the activity. Through consultation, all children can benefit from one person's knowledge and expertise.

The purpose of this book is to assist the Residential Child Care Worker to develop and expand cottage activities, hobbies, and games for the visually impaired multiply handicapped child.

Cottage activities can facilitate or reinforce goals and objectives in other goal areas, such as socialization skills, daily living skills, environmental

interactions and spatial concepts.

Each of these activities has been done with the multiply handicapped population in the Wolfe Center at The Maryland School for the Blind. The activities have been compiled over a period of years by observing both the Child Care Workers and the Recreation Specialist in actual activities. Each of the following activities can be modified or adapted to meet specific needs of the group or individual visually impaired multiply handicapped child.

The following is an example of how one art activity, if planned, can create an activity for the Child Care Worker to pursue through the week:

ART	STORIES	MUSIC	INDOOR	OUTDOOR
Making sun dried objects	About Sunlight	Sunshine on My Shoulders	Pot Plants	Temperature
Cellophane art	The Emperor's New Clothes	All Night All Day	Colored discs, opaque objects as windows	Nature hike observations

All children have needs. Special children who are visually impaired and multiply handicapped may have slower of delayed growth. Child Care staff may have to take extra measures to assist them in growing and developing.

Play and leisure awareness can be a medium to facilitate growth. Play is natural for all children. A multiply handicapped student may need help in learning how to play. A child who is visually impaired, has limited mobility, and is deaf, can still feel, smell, touch, and cause things to happen.

Play involves learning through repetition and imitation of new behaviors. Play allows for self-expression and allows for a means of developing a self-image. Play is a form of recreation, a way to experience pleasure and satisfaction.

A CHILD: WATCHES, SMELLS, HEARS, WIGGLES, GRASPS, KICKS, PATS, POKES, BATS, HITS, PRESSES, SWISHES, SPLASHES, SLAPS, RUBS, POUNDS, SCRATCHES, REACHES, DUMPS, SQUEEZES, PUSHES, CRUMBLES, RELEASES, LIFTS, RIPS, STRETCHES, POURS, UNCOVERS, COVERS, STUFFS, SPREADS,

SCOOPS, PULLS, KNEADS, STIRS, PINCHES, PICKS, SCRAMBLES, FILLS, TOSSES, DIGS, THROWS, MIXES, STRAINS, STRINGS, KICKS OBJECTS, PASTES, CUTS, COUNTS, MEASURES, AND TIES.

This list typifies abilities learned as the child developes. Although the list is not exact and may very somewhat from child to child, it will enable the Child Care Worker to determine what abilities the child has and the next areas of emphasis.

When planning an activity, the environment is an important factor to consider. Is the environment safe? Is the child safe from falling, getting hooked, or touching dangerous items? Is the child offered several environments such as bedroom, activity room, and the outdoors? Is the environment stimulating? Even if the child has limited mobility, is he offered things to see, hear and do? Is he or she offered a chance to discover, explore and create for himself? A safe, stimulating and healthy environment is important in providing the child with opportunities to grow and develop to his potential.

It is necessary to know not only what the activity is, the materials needed, but also how to teach the activity and encourage the child to perform at his maximum level of interaction. Many times, the activity is done by the Child Care Worker for the students, instead of a mutual interaction occuring between Child Care staff and students. The product of a mutual interaction may not be as pretty or complex as objects the staff makes, but there is learning taking place when the child is actively involved.

Some factors to consider in programming activities are:

AGE: Chronological and developmental level. Students have different interests at different ages and levels of development.

SEX: Individual skills play a greater influence then sex in determing activities. Students may not be discriminated against according to sex. (Title IX).

SKILLS: Select activities to the skills or abilities of the participants.

TIME: Activities should have enough time alloted for them to avoid long periods of inactivity or over crowding of schedules.

SIZE OF GROUPS: How many people are required to carry on the activities successfully.

When planning any activity, it is important to consider all of the above factors in order to plan a successful, fun and beneficial experience for each participant.

Social objectives can be achieved through arts and crafts activities. If socialization is a key objective for the activity, remember that the individual or group is more important than the activity. If the planned activity cannot be carried through, have an alternate activity planned. A positive attitude lends itself to a positive experience.

Ms. Chris Baugh, Living Skills Specialist at The Maryland School for the Blind, has formulated the following sets of "how to" guidelines to assist the Child Care Worker in planning and implementing activities:

Are you about to undertake a project with some students? Our "kids" are so interesting today and many of them are so involved that anything we undertake is indeed a project!

So, please look through the materials below - Oh, no, it won't be too much to read. I understand that you are busy. Just go over the suggestions; perhaps some of the comments will help you. Good Luck!

About the Environment:

1. *Choose your work area ahead of time; reserve the area if a reservation is necessary, before the day you need it. Think: Is it large enough? Is it the right kind of area for the project you want to do?*
2. *Be sure you are familiar with the area in which you will be working: bathroom facilities, running water, work space, enough room for your full group and the project you plan to do, some means or communicating outside the area (phone, intercom, walkie-talkie).*

3. Plan carefully how the children will get to your work area if the area is not a part of their after school environment.
4. Plan how you will clean up after the project - can the children help? Will you be cleaning up while the chilren are still there if they can't help? Will you have to come back later? In what "shape" should you leave the work area for the next person using it?

About the Children:

1. Keep the children in mind when you choose your project; plan projects that suit the group with which you are working; something in which they can take part, not something you will do for them and say they did it.
2. Be sure you know something about the children with whom you are working: names, general problems, skill levels, level of social interaction.
3. Be sure that the number of children is appropriate: small enough to fit in the area and around the work space; large enough to be fun; similar enough (one to another) to make it possible to have <u>all</u> participate in some part of the project.

About Your Approach:

1. Know your project thoroughly.
2. Plan a step-by-step approach from beginning to end.
3. Think out activities in the project that will provide a chance for <u>all</u> to participate and can in some way help the objective in IIP write ups.
4. Stick to your plans, but be flexible enough to change something should an emergency arise or should a "better" approach suddenly come to mind.
5. Be sure other staff, if not working with you, know what you are doing, where you are and how long you will be working. Then, should an emergency arise, it will be easier to get help.
6. Be sure you know where other staff are so that should an emergency arise, you know where to find help.
7. Be sure, as you plan, that you note every item needed in the project. Obtain these items ahead of time.

8. Be sure to have all needed materials available at the scene of the project when your work gets underway. Have the items organized with regard to the sequence of steps in the activity.
9. Though you want spontaneity, it would be good to have a definite idea about what part of the project each child can do. Try to "keep the children with you" during the whole activity.
10. Avoid long lulls when nothing is taking place.
11. Let the children do as much as they can. (If someone can't pour, perhaps he/she can stir while someone else pours; if someone can't stir, perhaps he/she can hold the bowl when someone else stirs; if someone can't hold the bowl during stirring, perhaps he/she can get the bowl from the shelf to the work space and carry it away when the bowl if empty.)

About Some Extras:

1. Speak to the children by name or use appropriate signing.
2. Be aware of students' difficulties and skill performance levels so that no one actually <u>fails</u> at his part of the project.
3. Stand behind children when you show them how to do something.
4. If you can get the children's hands to do the task that you want done, it is better than just placing their hands on yours and having them feel your hands at work.
5. Avoid facing bright lights; many of our children are sensitive to lighting.
6. If the project involves intricate use of sight, be sure your children can handle this. Our Low Vision Specialist on staff can help you.
7. If a child appears unable to handle the skill and you thought he/she could or should be able to do so, note it. Share the information with appropriate staff who work with that child.
8. Give sensible, basic, clear, concise directions - practice them ahead of time if you have to.

9. Give specific directions with regard to left, right, in front of, behind, between, beside, next to, above, below, etc. Note if students seem to have trouble with these space concepts, let the appropriate staff person know.
10. Be aware that you sense of touch may not be like that of the children with whom you work. Asking "Can't you feel that?" is not always the best thing to say.
11. Some textures bother children. Avoid the suggestion that the children might not like the way that something feels, but be aware that materials that seem comfortable for you may not be pleasant for others.
12. Avoid confusing noise while you are working. This is hard to do with many of our children who act out and express noisy behavior. But as the adult in charge, you can minimize some noises - avoid a blasting radio; speak in an appropriate level of loudness for the environment; avoid lengthy personal conversation; choose a work area where there is a minimum of other activity taking place.

After Thoughts:

1. After you have finished, take time - that day or the next day - to note the success or failure of the project. Note why the success or failure - of all or any part. Note possible changes for the next time. Should the project <u>ever</u> be done again? Always check the work area when you have completely finished. Remember, someone else may have to use it shortly after you leave.
2. Be sure your children get back to where they belong and that the staff working with them knows that everyone is accounted for.
3. If the performance of some of the children concerned you, check with your supervisor; perhaps there is information you need for the next time; perhaps you will have had a problem about which others need to know.

4. How did <u>you</u> feel about what happened - about what you did with the children?



SECTION II



ARTS AND CRAFT ACTIVITIES



ARTS AND CRAFT ACTIVITIES

SECTION II DETAILS SPECIFIC ARTS AND CRAFT ACTIVITIES THAT CAN SUCCESSFULLY BE COMPLETED WITH ADVANCED PLANNING AND A MINIMUM OF MATERIALS.

THESE IDEAS ARE A FRACTION OF THE ACTIVITIES THAT CAN BE DONE. THEY ARE A RESOURCE OR BEGINNING POINT FOR CHILD CARE WORKERS; A PLACE TO BUILD OTHER ACTIVITIES ON.

THESE ACTIVITIES CAN BE ADAPTED TO FIT THE SPECIFIC NEEDS OF THE STUDENTS THE CHILD CARE WORKER DEALS WITH DURING THE DAILY ROUTINE.

ACTIVITIES MAY BE MORE SUITED TO A CERTAIN FUNCTIONG LEVEL. THESE LEVELS WILL BE DETAILED FOR MOST ACTIVITIES IN THE BOOK. THE LEVEL KEY IS:

ANY: ACTIVITY CAN BE UTILIZED WITH CHILDREN EXHIBITING A WIDE RANGE OF HANDICAPS.

MODERATE: ACTIVITY MORE SUITED TO MODERATELY RETARDED INDIVIDUALS.

MILD: A MORE SOPHISTICATED ACTIVITY SUITED TO A HIGHER FUNCTIONING INDIVIDUAL.

SPH: ACTIVITY MORE SUITED FOR SEVERELY AND PROFOUNDLY HANDICAPPED INDIVIDUALS.

ARTS AND CRAFT ACTIVITIES

APPLE CRISP

6-8 Apples
1/4 Cup Flour
3/4 Cup Brown Sugar
3 Tablespoons Butter

Butter a 9 x 13" pan. Cut up apples and place in buttered pan. Add flour. Mix brown sugar and butter. Sprinkle over the dish. Bake at 350° until golden brown; about 45 minutes.

Adolescents; developmental disabled. Facilitates daily living skills; measuring, empty-full concepts.

APPLE CUT OUTS

Construction Paper
Knife
Apples
Tempra Paint

Cut a flat edge on apples. Cut a design in the flat edge of apples. Dip in tempra paint and stamp on construction paper.

Facilitates gross motor, fine motor, hand-eye coordination. All levels can participates. Apples may need to be prepared for severely and profoundly handicapped students. Good for borders on stationary and card designs.

APPLE GATHERING (fall)

Group walks or are wheeled to the apple orchard to gather apples.

All levels can participate. Facilitates gross motor, environmental interaction, orientation and mobility. This activity must be arranged through your Unit Recreation Specialist.

APPLE HEAD DOLLS

Apples
Knife
Wooden Blocks (Optional)
Assorted Fabrics
Yarn

Peel apples and carve a face in each. Leave out for several days to air dry. After apple faces are dried, add a wooden or cloth body. Make costumes from assorted fabrics. Glue yarn on for hair.

Facilitates tactile stimulation and fine motor. Mild to moderate levels may participate.

APPLE PIE

Pie Plate
Water
Knife
Flour
Milk
Cooking Oil

Each recipe is different. You may make a pie as simple or as complex as the needs of the students dictate.

Any level can participate.

APPLESAUCE

10 Sliced Apples
3 Cups Water
1 Cup Sugar
Cinnamon to Taste

Peel and core apples. Put in a pot with enough water so that it does not stick. Boil apples down. Stir. Add 1 cup sugar and cinnamon to taste.

SPH students may need already prepared apples, but students can stir, add sugar and spices. Facilitates fine motor, daily living skills, olfactory development, pouring, cutting and stirring.

BOBBING FOR APPLES

Tub
Water
Apples

Have students bob for the apples. For those who cannot bob in the traditional way, have them catch the apples in the water with their hand.

All levels can participate. Facilitates eye coordination, familiarizes student with water.

CANDY APPLES

Pan
2 Dozen Apples
Caramels or Kit
Popsickle Sticks
Wax Paper

Candy apples can be made by melting down Kraft caramel squares or by buying packeted kits in the grocery store. After dipping apples in medium, place on wax paper to cool.

All levels can participate. Facilitates fine motor, daily living skills, olfactory discrimination.

BABY DOLLS

Undress, dress, wash dolls. Helps child in self-help. Facilitates independent play, role playing, fine motor. All levels can participate.

BAG OF TRICKS

Fill paper sacks or small bags with two of anything familiar to the students. Pencils, cups, toothbrushes, socks, spoons, balls, etc. Have students put hands in bag and tell what they are holding by touch only. Blind fold those who can see.

BAG OF TRICKS (CONTINUED)



HOLD AN IDENTICAL OBJECT IN YOUR HAND AND SEE IF THEY CAN FIND ITS MATE BY TOUCH.

NAME AN OBJECT AND SEE IF STUDENT CAN FIND THE MATE. TALK ABOUT IT; WHAT IT DOES, HOW IT LOOKS, ETC. EXAMPLE:

EXAMPLE: HARD AND LONG AND YOU EAT WITH IT (SPOON)
SOFT AND GOES ON YOUR FOOT (SOCK)

HAVE A STUDENT PULL OUT ONE OBJECT. TALK ABOUT HOW IT LOOKS AND WHAT IT DOES. LET EVERYONE FEEL IT. THEN HAVE THE NEXT STUDENT TRY TO FIND AN OBJECT LIKE IT.

ALL LEVELS CAN PARTICIPATE. FACILITATES LOOKING, REACHING, IN-OUT, PROBLEM SOLVING, NAMING, FEELING, GRASPING, PERCEPTUAL-MOTOR, ALIKE-DIFFERENT CONCENTRATION, DISCRIMINATION, FOLLOWING COMMANDS, AND LISTENING.

BIKES

- TANDEM BIKES
- SMALL TWO-WHEELER
- ADAPTIVE BIKES
- TRICYCLES
- SCOOTERS

PARTICIPANTS NEED TRUNK CONTROL. SOME ADAPTIVE BIKES MAY BE AVAILABLE IN THE UNIT FOR THE MORE SEVERELY IMPAIRED INDIVIDUALS.

FACILITATES GROSS MOTOR, PHYSICAL EXERTION, INDEPENDENT PLAY, AND BALANCE.

BOOKENDS

- FELT
- FABRIC
- PASTE
- RIBBON
- SCISSORS
- BRICKS

CUT FELT TO WRAP AROUND BRICKS. PASTE FELT TO BRICKS. DECORATE WITH RIBBON AND FABRIC. CAN ALSO BE USED AS A DOOR STOP.

ANY LEVEL CAN PARTICIPATE. FACILITATES ARTS AND CRAFTS AND FINE MOTOR.

BOTTLES

- Bottles
- Tape
- Magazines
- Glue
- Shellac
- Newspapers

Decorate bottle with pictures and sayings from magazines and newspapers. Make a collage. Shellac. Makes a nice gift. You can even put several tissue flowers in it. Cover the bottles completely. An alternative would be to cover the bottles completely with masking tape and paint.

Facilitates arts and crafts, fine motor and textures.

BOX SCULPTURE

- Boxes
- Tape
- Glue
- Scissors
- Paint
- Fabric
- Construction Paper
- Magazines and Newspaper

Collect a variety of small, medium and large boxes. Decorate, paint and glue together.

Can adapt for many levels and disabilities. Facilitates alike-different discrimination, gross motor, fine motor and colors.

BREAD DOUGH PROJECTS

- 1 Cup Salt
- 2 Cups Flour
- 1 Cup Water

Can make ornaments, hand and foot print plaques, wood and dough plaques.

Any level can participate. Facilitates grasping, sensory stimulation, hard-soft discrimination.

BUILD A BIRD HOUSE

Pre-Fab Bird House

Sand, shellac, punch out, and put together; or,

Milk Carton Bird House

Cut out hole in carton and attach a string to the top. Hang in tree and put out feed. Then you can have a bird watching activity.

Mild levels can build birdhouse. Any level can feed birds. Facilitates fine motor, outdoor and nature.

BUTTER

1 Pint Heavy Cream
1 Jar with Lid

Put heavy cream in jar. Have students shake to music until butter is made.

May be difficult for severly and profoundly handicapped students as grasp is needed. Facilitates fine motor, gross motor, and concepts of solids and liquids as a strong grasp is needed.

CANDLES

Melt wax, melt crayons in wax for color. Pour into milk cartons. Don't forget a wick. For iced candles, pour wax over ice cubes in cartons.

Mild levels can participate. Facilitates concepts of empty-full, solid-liquid, pouring.

CANS

Pringle Cans or Coffee Cans, Beans - Make rattles.
Cuttings, Soil, Can - Make plant pots
Cans, Colored Paper, Wax Paper, Paste, Scissors - Cut out ends of cans, press bits of colored paper between wax paper. Attach to one end of can and hold to light.
Can, String - Telephone

CANS (CONTINUED)

CANS, WAX, WICKS, SCENT - CANDLES WITH OR WITHOUT SCENES. CANS CAN BE DECORATED WITH A VARIETY OF MATERIALS.

FACILITATES CREATIVITY, ARTS AND CRAFTS, FINE MOTOR, GRASP, EMPTY-FULL.

CELLOPHANE

BRUSHES
SMALL CANS
CELLOPHANE
PAINT
TAPE

TAPE CELLOPHANE SHEETS TO WINDOW. LET CHILD PAINT ON CELLOPHANE. LIGHT SHINING THROUGH MAKES A TRANSLUCENT MURAL.

ANY LEVEL WHO CAN HOLD A BRUSH CAN PARTICIPATE. ADAPTION FOR SPH WOULD BE TO MAKE CELLOPHANE HAND AND FOOT PRINTS AND THEN PUT IN WINDOW. FACILITATES CLEAR-OPAQUE, COLORS, FINE AND GROSS MOTOR.

CHRISTMAS WREATH

STRAW WREATH - WRAP WITH RIBBON AND ADD PRETTY BOW.

CHICKEN WIRE OR WIRE FRAME - WIRE ON PINE CONES. ADD RIBBONS AND GLITTER.

STYROFOAM WREATH - ADD RIBBONS AND GLUE ON BIRD SEEDS. HANG OUT FOR BIRDS.

MILD TO MODERATE LEVELS CAN PARTICIPATE. FACILITATES HOLIDAY CONCEPT, FINE AND GROSS MOTOR AND TEXTURES.

CLOVE BALL

ORANGE
RIBBON
CLOVES

STICK CLOVES INTO ORANGE AND HANG WITH RIBBON.

ALL LEVEL CAN PARTICIPATE. FACILITATES FINE MOTOR AND OLFACTORY STIMULATION.

CRAYON ETCHINGS

Construction Paper
Pin or Bobbie Pin
Crayons

Cover paper with various colors of crayon. Cover with black crayon. Etch a design with a pin or bobbie pine.

All levels can participate. Facilitates arts and crafts, fine motor, and colors.

CREPE PAPER PROJECTS

Braided crepe paper can be rolled and glued to make coasters.

Braided, wrapped and glue around bottles to make a flower vase.

Mild levels can participate. Students must have fine motor and ability to braid.

CUT-OUTS

Construction Paper
Tape
Scissors

Cut out designs in paper and string across door. Hang in hall.

Moderate levels can participate. Facilitates fine motor, circle-square concepts.

DESIGN

Maple seed designs on paper.

Seeds, paper, paint

Fabric strip designs

Clip pictures and crayon over

All levels can participate. Facilitates tactile stimulation, sensory stimulation and fine motor.

DINNER

Fix dinner in the kitchen for your group

- home atmosphere
- select your own dinner
- expose children to preparation of meal
- enjoy yourself (away from the Cafeteria)

Any level can participate. Facilitates daily living skills. Can be adapted to suit the needs of any child.

DOLLS

Fantasy activity. Good solitary or group play.

Can wash dolls to help their own self-help skills.

All levels can participate.

DOLL CLOTHING

Make clothing from remnants and scraps. Children will learn hand-eye coordination. This will be practice for mending their own clothes.

Moderate levels can participate. Facilitates fine motor, sewing, and in-out concepts.

EASTER ACTIVITIES

Dye Eggs

Marblize Paintings with Egg Dye - Pull paper through water with marble dye.

Make cotton easter bunnies.

Have egg hunts.

Any level can participate.

EGGSHELL STAINED GLASS

Eggshells	Construction Paper
Glue	Food Color
Paper Towels	Bowls

Put cracked egg shells in small bowls of food color mixed with water. This will dye the shells. After shells are dyed with various colors, place on paper towels to dry. Once dried, glue shells onto construction paper.

Facilitates color identification, fine motor and gross motor.

EXERCISE

Sit Up, Push Up, Bicycling, etc.

Develops coordination, improves gross motor, and the ability to follow directions in a structured activity. Exercises can be devised to fit the need of any child. Physical Therapy is a resource to get specifics for each child.

FELT WALL HANGINGS

Glue designs on felt and hang on wall.

Any level can participate.

FOOD ACTIVITIES

Mixing and measuring cakes, tuna fish, jello, fresh orange juice, peanut butter and jelly, Kool Aide, pudding, pop corn, etc.

Any level can participate.

GAMES

Bingo, Chess, Cards, Tic Tac Toe, Toss Around, etc. Check closets for games.

GLASS WAX ART

GLASS WAX
SPONGES
DRY CLOTH

RUB GLASS WAX ON WINDOWS. ALLOW TO DRY. LET CHILDREN DRAW ON WINDOWS WITH FINGERS. WHEN FINISHED, THEY CAN USE CLOTHES TO CLEAN WINDOWS AND ERASE ART.

MODERATE TO MILD LEVELS CAN PARTICIPATE. FACILITATES DAILY LIVING SKILLS, AND GROSS MOTOR.

GLUE

SPICE AND GLUE - WRITE NAME OR DESIGN IN GLUE. USE DIFFERENT SPICES TO COVER IT. (SMELL AND TOUCH)

GRAVEL AND GLUE - WRITE NAME OR DESIGN IN GLUE. USE DIFFERENT COLORED ROCKS TO COVER IT. (COLORS)

GLUE PICTURES ON PAPER AND ATTACH TO WALL.

GLUE MATERIALS ONTO CONSTRUCTION PAPER TO MAKE COLLAGES.

ANY LEVEL CAN PARTICIPATE. FACILITATES TACTILE STIMULATION, GRASPING, FINE MOTOR AND SENSORY STIMULATION.

HALLOWEEN ACTIVITIES

DECORATE PUMPKINS - CUT OUT, PAINT OR DRESS UP.

PICK PUMPKINS

MAKE CONSTRUCTION PAPER PUMPKINS, CATS, BATS, ETC.

PAINT WINDOWS WITH TEMPRA PAINT. WASH WINDOWS AFTER THE HOLIDAY, GREAT REINFORCER FOR DAILY LIVING SKILLS.

ALL LEVELS CAN PARTICIPATE.

HAND AND FOOT PRINTS

PAINT FEET AND HANDS. PRESS INTO BREAD OR DOUGH. MAKE POSTERS, SHEETS, SCARFS, ETC. LET CHILDREN TRY TO WASH PAINT OFF.

HAND AND FOOT PRINTS (CONTINUED)

ALL LEVELS CAN PARTICIPATE. FACILITATES DAILY LIVING SKILLS, HYGIENE, BODY PARTS, TEXTURES.

IRON-ON PICTURES

- WAX PAPER
- IRON
- FLOWERS
- TISSUE PAPER SCRAPS
- CONSTRUCTION PAPER
- BEANS
- MATERIAL SCRAPS
- RIBBON

PUT ITEMS ON A PIECE OF WAX PAPER. PLACE ANOTHER PIECE OF WAX PAPER OVER IT AND IRON. BORDER WITH CONSTRUCTION PAPER AND HANG IN THE WINDOW. AN ADULT SHOULD IRON.

ANY LEVEL CAN PARTICIPATE. FACILITATES TACTILE STIMULATION, GRASPING, PLACING, ORDERING MATERIAL.

JEWERLY BOXES

COVER CANS WITH SCRAPS OF MATERIAL AND RIBBON OR DOILIES AND CONSTRUCTION PAPER. GOOD FOR MOTHER'S DAY, CHRISTMAS AND VALENTINE'S DAY. YOU CAN ALSO USE EGG CARTONS AND BOXES.

ANY LEVEL CAN PARTICIPATE. FACILITATES FINE MOTOR, TACTILE STIMULATION.

JEWERLY - CORN

- NEEDLE
- CORN
- WATER
- DENTAL FLOSS
- PAN

SOAK CORN KERNALS IN WARM WATER FOR AN HOUR. WHEN SOFT, STRING ON DENTAL FLOSS AND TIE AT A BRACELET OR NECKLACE LENGTH. ADD FOOD COLOR TO WATER TO CHANGE CORN COLOR.

MODERATE LEVELS CAN PARTICIPATE. FACILITATES FINE MOTOR.

JEWELRY IDEAS

String beads to make bracelets, necklaces.

Use pop beads to make bracelets, necklaces.

Tie a object to a ribbon to make collar chokers.

Sand small hunks of wood and make make name pins for family with alphabet noodles. Shellac and glue a pin to the back.

LEAF COLLECTION

Press leaves inbetween books. Then paste on posterboard and label. You can also make leaf prints by placing a leaf on paper and painting over leaf. Take the leaf off and frame the outline of the leaf.

Mild to moderate can participate. Facilitates outdoor and nature and hobbies.

MAKE-UP

Lipstick Application
Nail Care
Eye Make-Up Application
Hair Care

Any level girls can participate. Facilitates self-image, self-confidence and self-help skills.

MARACAS

Flour
Water
Paint
Balloons
rice

Paper Mache (flour and water mixed) over blown up balloon. When paper has dried, pop the balloon. Fill with pieces of rice. Can be used all year as a toy and adapted to all levels.

Any level can participate. Facilitates mixing mediums, solid, gas, sound, fine motor.

MASKS (Paper Mache)

Newspaper
Tempra Paint
Paint Brushes
Flour
Water

Crumble a large mound of newspaper. Cover with strips dipped in paper mache mixture (2 cups flour to 1 cup water). When dry, remove crumbled paper from the overlay and paint with tempra paints.

MASKS (Halloween, Animals, Circus)

Large balloons
Starch
Soft, Lightweight Fabric

Inflat balloon larger than child's head. Cut fabric large enough to cover half of the balloon with a little excess all around. Dip fabric in undiluted liquid starch or strong solution of powdered starch with water. Smooth over balloon. Work out all wrinkles. Allow fabric to dry and then puncture balloon. Trim masks to fit child's face. Cut eye holes, punch a hold on each side for string. Let child decorate masks. Put over an upturned bowl to keep from smashing the mask. Glue tissue paper on for false hair. If mask gets loose after use, put over balloons and spray with spray starch. Dry on balloon.

Any level can participate. Facilitates blowing, eye-hand coordination, perceptual-motor, cutting, gluing painting, body identification, directional, following commands, problem solving and touch.

MIRRORS

Mirrors reflect and are smooth and cool to the touch. Mirrors can show interactions and allow for imitation.

Body Identification - Touch your nose, child's nose, say nose, etc.

Blow bubbles or feathers in front of the mirror

Any level can participate. Facilitates self-concept and self-image.

MOBILE IDEAS

Clay Mobiles

Nature Mobiles

Paper or cloth mobiles in various textures and colors.

Hang on coat hangers.

Any level can particitate. Facilitates sensory stimulation, knot tying, pincer grasp.

MOLASSES AND FEATHERS

Place molasses on table and put a feather in the middle. Have child pick it up. Put molasses on body part. Put feather on. Have child pick it up. Replace feathers with foam chips, decoration candy dots.

SPH level can participate. Facilitates an integrated activity that can reinforce body part identification, pincer grasp, textures, and self-help skills in the clean up process.

MOSIACS (general)

Make with beans, seeds, macaroni (pasta), buttons, etc.

Any level can participate.

MOSIACS (flowers)

Large Sheet of Construction Paper
Paper
Glue
Scissors
Colored Construction Paper

Draw a flower. Cut tiny squares of construction paper and glue onto flower. Modge podge whole thing.

All levels can participate. Facilitates pincer grasp, fine motor, textures, color discrimination.

MUSIC

If a child likes music. He can listen, but coordination can be improved if you teach the child to dance. Try the jitterbug and waltz. Encourage movement of any kind; side to side, lifting arms, etc.

Any level can participate. Facilitates concepts of loud and soft.

MUSICAL INSTRUMENTS

Make your own drum out of an oatmeal box, wax paper, popsickle sticks, and a rubber band.

Teach children how to play a spoon or comb.

Play the piano.

Play the flutaphone or recorder.

Play cymbals, blocks, zylophone.

Play the autoharp and guitar.

Play bells.

Any level can participate by listening. Facilitates listening skills, as well as a means of expression and communication; loud and soft concepts.

NATURE HIKES

Look for squirrels and birds. Listen to the water in springs or brooks. Collect materials to make mobiles to hang in children's rooms. Make a nature collage. Feel the bark of different trees. Find acorns and explain what they are.

Any level can participate. Facilitates outdoor and nature, environmental awareness, textures.

NATURE STAINED GLASS

Wax Paper
Leaves
Yarn
Glitter
Construction Paper

NATURE STAINED GLASS (Continued)

Put leaves and glitter between two pieces of wax paper. Iron border with black construction paper. Hand with yarn from window.

Can be adapted for Any level to participate. Facilitates environmental awareness, daily living skills, nature and fine motor.

NIGHT PICTURES

Black Construction Paper White Chalk

Draw lines or shapes on black construction paper with white chalk.

Any level can participate. Facilitates visual tracking and fine motor.

ORNAMENTS (Holidays)

Styrofoam Cones, Circles, Squares
Paint
Seeds, Macaroni, Sequins, Pins, Ribbon, Shells
Glue

Cover styrofoam shapes with any of the above materials. Punch hole into styrofoam shape and hand with string

Any level can participate. Facilitates shape discrimination, fine motor and tactile discrimination.

PAINT BLOTS

Paper Various Colored Paints
Brushes Paper Towels

Dab paint on paper (heavy paint spots will not dry) with brush. After all paint spots are down fold paper in half and spread the paint to cover the inside folded paper. Open up paper and look at the beautiful design! Allow to dry, decorate room or windows.

Any level can participate. Facilitates gross motor, folding, and pressing.

PAINTING



Body Paints
Finger Paints
Sand Painting
Paint Banners
Paint on sheets to hang on walls.
Marblized Painting with Easter Egg Dye
Painting with Tempra Paints

Any level can participate. Facilitates color discrimination, fine motor, gross motor, textures, and different mediums.

PAPER CHAINS

Construction Paper
Glue
Scissors

Cut strips 2" by 4" in length. Fold and paste together. Form a chain of loops.

Moderate levels can participate.

PAPER CONES

Construction Paper
String
Glue

Fold or glue construction into cones. Hang from the celing inverted with string.

Any level can participate. Facilitates up-down concepts, shapes, and grasping.

PAPER TUBES

Toilet Paper Roll
String
Paper Towel Roll
Wrapping Paper Roll

Bang tubes on different surfaces so that the child can listen to

PAPER TUBES (CONTINUED)

DIFFERENT SOUNDS. HAVE CHILD GRASP A TUBE AND HIT IT AGAINST DIFFERENT SURFACES. PUSH TUBES AND WATCH THEM ROLL. COMPARE LENGTHS. DROP DIFFERENT OBJECTS DOWN THE TUBES. LOOK THROUGH TUBES. STRING TUBES TOGETHER. TALK THROUGH THE TUBES.

ANY LEVEL CAN PARTICIPATE. FACILITATES EYE-HAND COORDINATION, IN-OUT CONCEPTS, SOUNDS, AND GRASPING.

PICTURE CARDS

- CONSTRUCTION PAPER
- PHOTOS
- SCISSORS
- MAGAZINES
- GLUE
- MAGIC MARKERS OR PAINT

MAKE FOR ANY OCCASION. NEED OLD MAGAZINES OR CONSTRUCTION PAPER. FOLD PAPER IN HALF. GLUE ON PICTURES. SIGN THE INSIDE WITH YOUR NAME OR HANDPRINT. GOOD FOR MOTHER'S DAY. GET A PICTURE OF THE CHILD AND PUT IT ON THE CARD.

ANY LEVEL CAN PARTICIPATE. FACILITATES FINE AND GROSS MOTOR.

PINE CONE BIRD FEEDERS

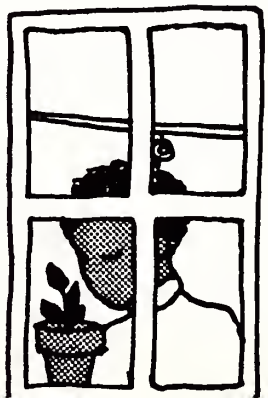
- PINE CONES
- BIRD SEED
- PEANUT BUTTER
- STRING

COVER PINE CONES WITH PEANUT BUTTER AND ROLL IN BIRDSEED. ATTACH A STRING TO THE PINE CONE. HAVE CHILDREN HANG THEM IN TREES. WATCH AS BIRDS COME TO EAT THE SEED. ESPECIALLY GOOD ACTIVITY WHEN IT SNOWS.

ANY LEVEL CAN PARTICIPATE. FACILITATES OUTDOOR AND NATURE (WINTER), ROLLING AND REACHING.

PLANTS

- SEEDS
- SOIL
- WATER
- CUTTINGS
- CUP



PLANTS (CONTINUED)

TAKE A CUTTING OR SEEDS AND PLANT IN A CUP. EXPLAIN EACH STEP AND TURN THE CARE OF THE PLANT OVER TO THE CHILDREN.

ANY LEVEL CAN PARTICIPATE. FACILITATES OUTDOOR AND NATURE, LIFE CYCLE, RESPONSIBILITY, DAILY LIVING SKILLS (CLEAN UP)

PLAY

RIDE BIKES, ROLLER SKATE, RUN THE TRACK, PLAY BALL, SLIDE, ROLL DOWN HILLS, PLAYGROUND ACTIVITY (ANYWHERE ON CAMPUS), WAGON RIDES, PING PONG, ETC. ETC. ETC...

ANY LEVEL CAN PARTICIPATE. ADAPT THE ACTIVITY TO THE CHILD OR THE GROUP. FACILITATES A WIDE VARIETY OF NEEDS.

PLAY DOUGH

PLAY DOUGH ALLOWS A CHILD TO SQUISH, PAT, MOLD AND POKE. IT ENCOURAGES THE USE OF HAND, FINGERS, AND WRIST MUSCLES.

THE CHILD CAN ASSIST IN THE PUTTING TOGETHER OF RAW INGREDIENTS, PARTICIPATING IN MORE AND MORE STEPS EACH TIME (RECIPES IN SECTION III).

PLAYGROUNDS

TRACK
LOWER SCHOOL - ANDREWS AND BLEDSOE
WOLFE EAST AND WEST
LOCAL COMMUNITY PARKS AND PLAYGROUNDS
NEWCOMER CENTER

ANY LEVEL CAN PARTICIPATE. FACILITATES GROSS AND FINE MOTOR, PHYSICAL EXERCISE, ENVIRONMENTAL INTERACTION.

POTATO STAMPS

POTATOES
CONSTRUCTION PAPER
KNIFE
PAINT, INK OR DYE

CUT A FLAT EDGE ON PEELED POTATOES. CUT A DESIGN IN THE FLAT EDGE

AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK, N.Y. 10011

POTATO STAMPS

OF POTATOES. DIP IN PAINT, INK OR DYE AND STAMP ON FABRIC OR PAPER.

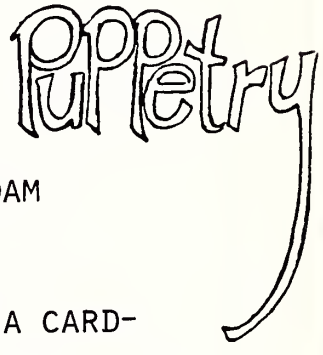
MILD TO MODERATE LEVELS CAN PARTICIPATE. FACILITATES CREATIVITY, FINE MOTOR, PRESSING, DAILY LIVING SKILLS (CLEAN UP).

POTS

CUT OUT SMALL SQUARES OF MATERIAL AND GLUE ONTO A POT. MODGE PODGE OR SPRAY WITH ACRYLIC.

ANY LEVEL CAN PARTICIPATE. FACILITATES FINE MOTOR, COLORS, AND DIFFERENT TEXTURES AND MEDIUMS.





PUPPETS (HAND OR FINGER PUPPETS)



CAN BE MADE OUT OF SCRAPS OF MATERIAL AND STYROFOAM FOR HEADS.

A PUPPET THEATRE IS AVAILABLE OR ONE CAN BE MADE OUT OF A CARD-BOARD BOX. STUDENTS CAN MAKE UP THEIR OWN SHOW.

MILD TO MODERATE CAN PARTICIPATE. ANY LEVEL CAN WATCH A PERFORMANCE.

RAINBOWS AND RAIN

CONSTRUCTION PAPER — TEMPRA PAINT
SHAKER CONTAINERS

PUT PAINT IN SHAKER CONTAINER. SHAKE SEVERAL COLORS ONTO THE CONSTRUCTION PAPER. TAKE OUT INTO THE RAIN OR SPRINKLER FOR A MINUTES. BRING IN AND LET DRY.

FACILITATES WRIST MOVEMENT, CONCEPT OF WET-DRY, AND COLORS.

ROCK PAPERWEIGHT

GATHER SMALL OVAL ROCKS. PAINT. ON BOTTOM, GLUE A PIECE OF FELT. ON THE TOP, STENCIL OR PAINT A DESIGN.

DEPENDING ON THE SOPHISTICATION OF THE PROJECT, ANY LEVEL CAN PARTICIPATES. FACILITATES CONCEPT OF HEAVY-LIGHT, GRASPING AND COLORING.

SALT PAINTING

Salt
Paper
Salt Container
Food Color
Magic Markers

Put two drops of food color in small container of salt. Sahke to color salt. Put on glued design which you have placed on paper. You can glue around your hands and fingers, draw a head and legs and you have a turkey.

Any level can participate. Facilitates fine motor, body parts, and textures.

SAND CASTING

Sand
Plaster of Paris
Paper Clip
Dish
Bowl

Put wet sand in pie dish. Make designs in sand. Pour in plaster and let dry. May put paper clip in wet mold if object is to be hung.

Any level can participate.

SEWING CARDS

Paper Hold Punch
Old Shoe Laces
Cardboard

Punch holes in card. Have children sew in holes with old laces or colored yarn.

Most have mobility and movement to sew; pincer grasp to gather yarn. Facilitates up and down and in and out.

SHAVING CREAM ACTIVITY

Obtain a big plastic sheet or shower curtain. Place shaving cream in the middle of the plastic sheet. Place the children in the shaving cream and spin them. Let them feel it; touch

SHAVING CREAM ACTIVITY (CONTINUED)

KNEES, ELBOWS, ETC. LET THE CHILD POKE, PAT, FEEL AND SMELL IT, SWISH, SCOOP AND MOLD. WATCH OUT FOR EYES. IF CREAM GETS IN AN EYE, FLUSH EYE IN COLD WATER.

SHP LEVELS CAN PARTICIPATE. FACILITATES BODY PARTS AND IDENTIFICATION, AND DIFFERENT TEXTURES.

SHELLS

SHELLS
MAGNET
GLUE

GLUE ANIMAL AND OTHER VARIOUS SHAPES ONTO SHELL BACKS. PAINT AND SHELLAC. GLUE A SMALL MAGNET TO THE BASE OF THE SHELL AND USE AS A REFRIGERATOR MAGNET.

ANY LEVEL CAN PARTICIPATE. FACILITATES SHAPE DISCRIMINATION, FINE MOTOR, AND GRASPING.

SILHOUTTES

BUTCHER BLOCK PAPER
GLUE
CRAYONS
MAGIC MARKERS
MAGAZINES

TRACE CHILD'S TOTAL BODY OR BODY PARTS ONTO PAPER AND CUT OUT. CUT OUT INTERESTING PICTURES FROM MAGAZINES AND PASTE THEM ONTO THE CHILD'S FORM OR HAVE THE CHILD COLOR HIMSELF.

ANY LEVEL CAN PARTICIPATE. FACILITATES SELF-IMAGE, SELF-AWARENESS, AND FINE MOTOR.

SNOWMAN (WEATHER PERMITTING)

SNOW
LARGE BOWL OR PLASTIC BAG

BRING SNOW IN FROM OUTSIDE IN A PLASTIC BAG FOR SNOWMAN BUILDING ACTIVITY. ALLOW CHILDREN TO TOUCH, TASTE AND SMELL THE SNOW. INVOLVE CHILDREN AS MUCH AS POSSIBLE IN BUILDING THE SNOWMAN.

ANY LEVEL CAN PARTICIPATE. FACILITATES GRASPING, SQUISHING, TEXTURES, AND SOLIDS INTO LIQUIDS. EXCELLENT FOR SPH POPULATIONS.

SPONGE PRINT



Sponge Pieces
Paints
Paper

Dip sponge into paint and press it onto paper to make designs.

Any level can participate. Facilitates color discrimination, grasping, and absorption.

STAINED GLASS WINDOW

Glue
Construction Paper
Cellophane
Scissors

Cut a design in the center of two pieces of construction paper. In the center of the two sheets insert colored cellophane. Glue together.

Mild to moderate levels can participate. Facilitates fine motor and cutting.

STORY TIME

Have the child tell a story to you.

You tell a story to the children.

Read a book and ask questions.

Play a talking book to the children.

Any level can participate. Facilitates attentiveness, communication skills, listening skills. Low key activity.

STRING ART

Different Collors of Paint
Construction Paper
String

Dip string in the paint and drag the string over paper in various patterns. Use two to three colors.

Any level can participate. Facilitates fine motor, color identification, pincer grasp.

TAPE BOTTLES

Tape
Bottles
Tempa Paints
Dried Flowers

Put small squares of tape over coke, tab, etc. bottles. Cover completely. Paint with tempra paint. Put dried flowers which the students have collected in the bottles.

Any level can participate. Facilitates fine motor, tearing, cutting, collecting, planning.

TAPE RECORDERS

Tape environmental sounds such as rain, wind, flushing toilets, etc.

Tape voices or stories.

Tape any vocalization of non-verbal children.

Teach children how to use recorder properly.

Any level can participate depending on activity goal. Facilitates sound discrimination, environmental awareness, survival skills, and proper use of equipment.

TEARING

SPH Level - Tear pictures out of old catalogs, rags or newsprint into strips.

Mild Level - Tear corners off of a piece of paper which has been folded twice. Open up and pretty patterns will have been made.

Hint: Torn paper strips of paper can be used to stuff a paper bag for catch.

Hint: Torn chips of colored paper can be glued to a larger piece of paper shaped like a valentine, an egg, a wreath, etc. for seasonal decoration.

Facilitates eye-hand coordination, feeling, folding, finger muscles, looking, grasping, and wrist muscles.

TEXTURES

Fill bowls with various textures: sand, cooked pasta, granola, etc. Have children feel the difference in textures. The same can be done with different textured fabrics.

Any level can participate. Facilitates fine motor, wrist muscles, and pincer grasps.

THANKSGIVING

Make turkey hand prints by drawing around child's hand and fingers. Cut out and glue feathers on or color.

Any level can participate. Facilitates body awareness.

TIE DYEING

- Cotton Cloth
- Rubber Bands
- Dye
- Salt
- Shirts
- String
- Water
- Dye Container

Simmer dye (salt adds color fastness - 2 tablespoons). Bunch cloth and tie it tightly with rubber bands. Put cloth in clear water to soak then place it in the dye. Let shirt cook for 5 minutes stirring constantly. Remove and rinse until water rinses clear. Remove rubber bands and hang to dry.

Mild to Moderate levels can participate. Facilitates in-out, colors, stirring, tying.

TISSUE PAPER

- Construction Paper
- Glue
- Tissue Paper

Draw a design and decorate it with tissue paper to create a 3-D effect.

Facilitates wrist movement, pincer grasp, flat and raised concepts.

TORN PAPER PICTURES

Colored Paper
Construction Paper
Paste

Make pictures by using torn pieces of colored paper. Paste a design onto another piece of paper with glue.

Facilitates eye-hand coordination, finger muscles, grasping, and tearing.

VALENTINE'S DAY

Cut out Hearts.

Decorate hearts with glitter.

Make heart pillows. Glue two hearts together and stuff with paper.

WALNUT ANIMALS

Walnuts
Glue
Felt
Marble

Halves of walnut shells are the animal's body. Bits of felt are attached for the eyes and tail. When complete, place a marble underneath and the animals will race down a slanted, flat surface.

Moderate to SPH can participate. Facilitates eye-hand coordination and cutting.

WATER PLAY

Water play at bath time with different containers.

Put an ice cube on a tray. Let the child explore, poke, pat and feel it melt.

Provide sponges for squeezing and different toys.

Encourage eye-hand coordination by pouring and scooping.

Make boats from milk cartons and/or corks. Floating on top of the water becomes a new concept.

WATER PLAY (CONTINUED)

WATER PLAY ALLOWS A CHILD TO PAT, RUB, SQUEEZE, FEEL TEMPERATURES, GRASP, POUR AND HEAR. WATER PLAY SHOULD ALWAYS BE SUPERVISED, EVEN WITH SMALL AMOUNTS OF WATER.

ANY LEVEL CAN PARTICIPATE.

WEAVING

CONSTRUCTION PAPER
SCISSORS

MAKE PLACE MATS BY WEAVING SINGLE STRIPS OF COLORED PAPER THAT HAS BEEN CUT ALONG DRAWN LINES. DRAW LINES ON PAPER ALMOST TO THE EDGES AND CUT. CUT SEVERAL STRIPS OF PAPER. WEAVE A STRIP UNDER ONE, OUT AND OVER THE NEXT. WORK ACROSS THE MAT, CONTINUING TO WEAVE UNTIL THE MAT IS FINISHED.

MILD TO MODERATE LEVELS CAN PARTICIPATE. FACILITATES CONCEPTS OF IN AND OUT, OVER AND UNDER, AND WEAVING.

WINTER ACTIVITIES

SLED RIDING
SKIING
SNOW ANGELS
SNOW CONES
ICE SCULPTING
SNOW MEN

ASK RECREATION SPECIALISTS ABOUT EQUIPMENT NEEDED.

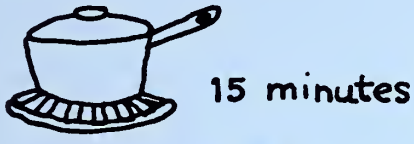
ANY LEVEL CAN PARTICIPATE. FACILITATES ORIENTATION AND MOBILITY IN UNDER DIFFERENT CONDITIONS, GROSS MOTOR, AND WEATHER DRESSING.

1. 

2. 

SECTION III

RECIPES

3. 

4. 

5. 



RECIPES

MANY TIMES, MIXING, STIRRING AND COOKING CAN BE INTEGRATED INTO ARTS AND CRAFT ACTIVITIES BY THE CHILD AND CHILD CARE WORKER BY MAKING THE WORKING MEDIUM FROM SCRATCH. ONE ACTIVITY CAN SPAN OVER A PERIOD OF SEVERAL DAYS, FROM A PILE OF SEPARATE INGREDIENTS TO A COMPLETED, PAINTED PROJECT.

THE BLANK PAGES AT THE END OF THIS SECTION IS FOR YOUR OWN RECIPES IF YOU HAVE OR KNOW WHERE TO FIND DIFFERENT ONES.



RECIPES



CLAY FOR CRAFTS

1 Cup Cornstarch
2 Cups Baking Soda
1-1/4 Cups Water

Combine cornstarch and baking soda in a pan. Add water. Place over medium heat and cook until dough-like. Turn onto a counter and knead well. Cover with a damp cloth to keep pliable. Store in a plastic bag. After molding, let clay harden and paint.

EASEL PAINT - Recipe I

1/3 Cup Water	Blender
1/4 Cup Liquid Starch	Spatula
1- 1 Pound Can Powdered Paint	Measuring Cups
1 Tablespoon Soap Powder	Measuring Spoons

Pour liquids into a blender. Gradually blend powdered paint. Add soap powder and blend. Paint should be smooth and thick. For a thinner paint, add more liquid (water and starch).

EASEL PAINT - Recipe II

1 Part Powdered Paint	Pan
2 Parts Powdered Detergent	Measuring Cups
2 Parts Water	Spoon or Spatula

Mix paint and detergent together. Slowly mix water, trying to eliminate the formation of lumps.

FINGER PAINT - Recipe I

1 Cup Laundry Starch (Dry)	Sauce Pan
or 1 Cup Cornstarch	Measuring Cups
1 Cup Cold Water	Spatula
4 Cups Boiling Water	Egg Beater
1 Cup Ivory Flakes	Plastic Container
1/4 Cup Talculm Powder	Food Color (add for color)

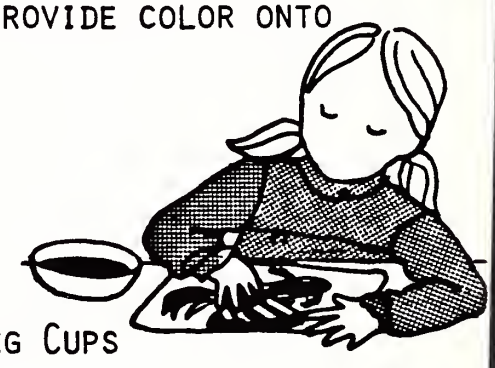
FINGER PAINT - RECIPE I (CONTINUED)

PUT THE STARCH IN A LARGE SAUCE PAN. ADD COLD WATER. STIR UNTIL THERE ARE NO LUMPS. CONTINUE TO STIR WHILE ADDING BOILING WATER. COOK OVER MEDIUM HEAT UNTIL CLEAR. WHEN MIXTURE THICKENS, ADD SOAP FLAKES AND TALCULM POWDER. REMOVE FROM HEAT. BEAT WITH EGG BEATERS UNTIL SMOOTH. MIXTURE WILL BE THICK. STORE IN A PLASTIC CONTAINER IN THE REFRIGERATOR.

FINGER PAINT - RECIPE II

1 PART LIQUID SOAP	BOWL
4 PARTS LIQUID STARCH	MEASURING CUPS
POWDERED TEMPRA	SPATULA

ADD SOAP TO LIQUID STARCH AND LET CHILDREN USE THIS MIXTURE ON A SMOOTH, WASHABLE SURFACE. SPRINKLE TEMPRA TO PROVIDE COLOR ONTO THE LIQUID AND STIR.



FINGER PAINT (NO COOK) - RECIPE III

1 CUP DRY LAUNDRY STARCH	BOWL
1 CUP COLD WATER	SPATULA
3 CUPS SOAP FLAKES	MEASURING CUPS
FOOD COLOR	

MIX ALL THE INGREDIENTS TOGETHER FOR A NO COOK FINGER PAINT. THE TEXTURE WILL NOT BE AS THICK AS THE COOKED VARIETY.

MODELING "GOOP"

2/3 CUPS WATER	BOWLS
2 CUPS SALT	MEASURING CUPS
1/2 CUP WATER	MEASURING SPOONS
1 CUP CORNSTARCH	SAUCE PAN
BEADS, COLORED MACARONI (OPTIONAL)	

ADD 2/3 CUPS WATER TO SALT IN SAUCE PAN. STIR AND COOK OVER MEDIUM HEAT, STIRRING 4-5 MINUTES. REMOVE FROM HEAT. MIX 1/2 CUP WATER WITH CORNSTARCH IN A SEPARATE CONTAINER. STIR. ADD CORNSTARCH

MODELING "GOOP" (CONTINUED)

MIXTURE TO SALT MIXTURE. RETURN TO LOW HEAT AND STIR. THE "GOOP" WILL THICKEN. REMOVE FROM HEAT AND BEGIN MOLDING. OBJECTS SUCH AS BEADS AND MACARONI MAY BE ADDED TO MODELS. STORE UNUSED PORTIONS IN AN AIRTIGHT CONTAINER OR PLASTIC BAG. "GOOP" WILL HARDEN IF PLACED OUTDOORS IN THE SUN.

PLAY DOUGH - RECIPE I

2 CUPS FLOUR
1 TEASPOON OIL
ENOUGH WATER TO MAKE MIXTURE INTO A BALL
1 CUP SALT
SPOT OF FOOD COLORING

SPH LEVEL - POUND, PINCH, SQUISH IN FINGERS.

ANY OTHER LEVEL - CUT OUT WITH JAR TOPS, DESIGNS WITH FORK, SNAKES, BALLS, PUT PIECES TOGETHER TO MAKE ANIMALS.

FACILITATES FINGER MUSCLES, WRIST MUSCLES, GRASPING, MIXING, PINCHING, POUNDING, ROLLING, SOFT-HARD CONCEPTS, TEXTURES, AND TOUCHING.

PLAY DOUGH - RECIPE II

2 CUPS FLOUR
1-1/4 CUP SALT
1 CUP WATER
1 TABLESPOON OIL
SPOT OF FOOD COLORING

MIX ALL INGREDIENTS TOGETHER TO MAKE YOUR OWN PLAY DOUGH AND COLORS.

PLAY DOUGH - RECIPE III

4 CUPS FLOUR
1/4 CUP TEMPRA
1/4 CUP SALT
1-1/2 CUP COLD WATER
1 TABLESPOON OIL
BOWL
MEASURING CUPS
MEASURING SPOONS

MIX FLOUR, PAINT AND SALT. MIX WATER AND OIL. KNEAD THE MIXTURE AS YOU ADD LIQUID. IF TOO STIFF, ADD MORE WATER; IF TOO STICKY, ADD MORE FLOUR. (IF USING FOOD COLOR INSTEAD OF TEMPRA, ADD IT TO THE WATER BEFORE MIXING IT.)

SALT PASTE

2 Parts Salt
1 Part Flour
Powdered Paint (To Color)
Water

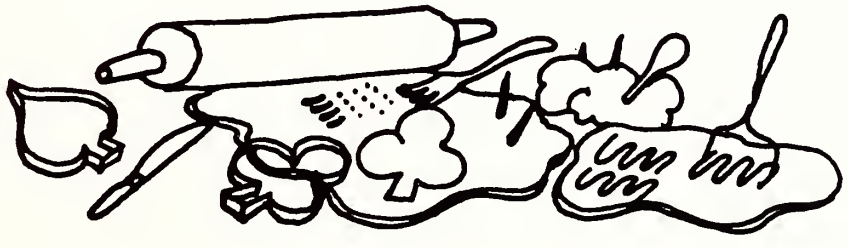
Mix salt and flour. Add paint. Gradually stir in water until you have a heavy paste. Store in an airtight container. Can be used like regular paste.

Salt Paste With A Twist: Add boiling water until you get a liquid. Brush liquid paste over completed collage to give it a lacquered finished.

SQUEEZE GLITTER

1 Part Flour
1 Part Salt
1 Part Water
Food Color

Mix the flour, salt and water. Pour into plastic squeeze bottles. Add food color. Squeeze onto heavy construction paper. The salt will give a glistening quality.



YOUR RECIPES

YOU MAY USE THE FOLLOWING BLANK PAGES FOR ANY OTHER RECIPES YOU MIGHT FIND USEFUL IN PROVIDING ARTS AND CRAFT ACTIVITIES.





SECTION IV

CONCLUSION



CONCLUSION

Although skill profiency may not be the main goal of the activity, skill development will surely be an outgrowth of the activities.

Non-participation in activities by staff is one of the disasters of activity programming. The prime consideration should be active participation. The staff desires should be secondary to the groups needs.

Evaluation is a necessary part to doing any activity. The following examples may assist you in devising or developing your own form of evaluation. Anecdotal records and observation are also a valuable method of evaluation. It is important to document the success or failure of an activity.

Table I and Table II may assist in devising data sheets for evaluation.

An anecdotal record may state observations. For example: "J" actively participated in the water play activity. Although she seemed easily distracted, she enjoyed pouring water from one container into another independently.

She needed both verbal and physical prompts when asked to put more toys into the water. The activity would have been more successful if less objects were introduced. Pouring would have been enough for one activity. Other objects could have been introduced at another time.

Hopefully, the Helpful Hints will assist in making the job a little easier. This book is a resource that has unlimited possibilities for expansion. It is up to the individual Child Care Worker to adapt the existing resources and create new ones.

The last several pages are blank so that you may create your own "helpful hints" and add to the original. Through your own creative processes, a plethora of activities can be developed to enhance the student's overall program.

GOOD LUCK!

TABLE I

PARTICIPANT EVALUATION

Student's Name: _____ Unit: _____ Date: _____

AREAS							
Play/Games	POOR	1	2	3	4	5	EXCELLENT
Sports	POOR	1	2	3	4	5	EXCELLENT
Nature	POOR	1	2	3	4	5	EXCELLENT
Hobbies	POOR	1	2	3	4	5	EXCELLENT
Arts & Crafts	POOR	1	2	3	4	5	EXCELLENT
Field Trips	POOR	1	2	3	4	5	EXCELLENT
Drama	POOR	1	2	3	4	5	EXCELLENT
Music	POOR	1	2	3	4	5	EXCELLENT
Cooking	POOR	1	2	3	4	5	EXCELLENT
Television	POOR	1	2	3	4	5	EXCELLENT
Parties	POOR	1	2	3	4	5	EXCELLENT
Gym	POOR	1	2	3	4	5	EXCELLENT

COMMENTS:

TABLE II

ACTIVITY ANALYSIS

ACTIVITY:_____ DATE:_____

STAFF:_____

STUDENTS INVOLVED:

1. For this activity the demands of required behavior were:

   ____High ____Medium ____Low

2. Can the demands change without losing the value of the activity?

   ____Yes ____No

3. Is the amount of control:

   ____High ____Medium ____Low

4. Can the source of controls be changed to help those who may have difficulty with the present source of controls?

   ____Yes ____No

5. Are the provisions for physical movement:

   ____High ____Medium ____Low

6. Is the physical movement required so limited that it may cause fatigue?

   ____Yes ____No

7. Is the physical movement required so demanding that it overwhelms?

   ____Yes ____No

8. Is the skill requirement:

   ____High ____Medium ____Low

9. What are the physical skills required?

10. What are the mental skills required?

11. Are the provisions for interactiveness (co-activeness):

    ____High ____Medium ____Low

12. Is the interaction mostly:

    ____Verbal ____Non-Verbal ____Both

13. Will the interaction cause aggressiveness or friendly relations?

14. Is the reward structure:

    ____High ____Medium ____Low

15. Are there mostly intrinsic or material rewards?

16. Does the activity have available lead-up activities?

    ____Yes ____No

17. Is the number of participants needed for the activity flexible?

    ____Yes ____No

18. Can the number of participants be changed to help achieve developmental goals?

    ____Yes ____No

19. When is the best time to have the activity to help the children most?

    ____After Dinner ____Before Bedtime ____After School

    Why?

20. What part of the activity, equipment, movement, space, people, noise, smell, and temperature may scare or inhibit the child?

21. Is the activity age appropriate?

    ____Yes ____No

22. On the back of this form an analysis of this activity, based on your students and the answers to the questions above, has been made. There are four major questions that this analysis should answer about your activity.

    A. Can your goals for the activity be accomplished in view of this analysis?

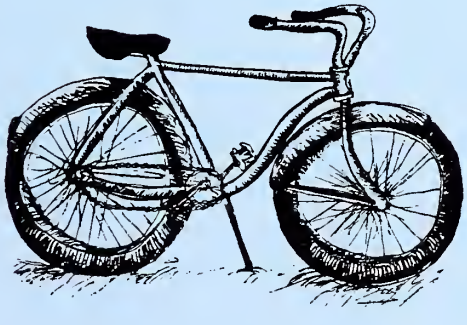
    B. Could you use this activity to accomplish other goals?

    C. Why might this activity be successful with children?

    D. Why might this activity not be successful with children?



BIBLIOGRAPHY



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REFERENCE.

AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK, N.Y. 10011